

ADVANCED FACULTY DEVELOPMENT THE MASTER TEACHER'S TOOLBOX

Workshop Delivery Plan

Intended Audience: Individuals who are faculty in judicial branch education and who have attended a faculty development program in the past.

Audience Size: 12

Duration: 7 hours

Room Setup: Union style, set at a diagonal, with 4 chairs per table setting; small table at front for instructor materials.

Audiovisual Equipment: Easel pads and markers for each table, one at front of room; document camera; LCD projector with video player; CD player; large screen.

Notes:

1. Participants are asked to bring with them one of the following;
 - a video clip of a favorite movie (rented or owned), cued to a 1-3 minute portion that demonstrates some aspect of human nature or life on the job;
 - a music CD;
 - a photo or cartoon; or
 - an object related to the subject(s) they teach.

Sample Agenda

Advanced Faculty Development: The Master Teacher's Toolbox

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| 8:30 - 9:15 a.m. | Welcome, Overview and Opening Activity |
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At the conclusion of this workshop, participants will be able to:

- describe five qualities of a master teacher;
- explain key elements from retention and learning research;
- plan and implement effective audience activities;
- create successful instructional aids; and
- anticipate and prepare for the unexpected.

| | |
|-------------------|-------------------------------|
| 9:15 - 10:45 a.m. | Qualities of a Master Teacher |
|-------------------|-------------------------------|

1. Aware of Self and Surroundings
(why I teach; influences in my field and how I feel about them)
2. Continuous Learner
(What have I learned lately about teaching, and how have I applied it?)

3. Learner-focused
(what we know about our learners; putting learners in the driver's seat)
4. Inclusive
(in content, methodology, participation, and feedback)
5. Professional
(high standards, preparation and practice)

[10:00 - 10:15 a.m. Break]

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| 10:45 - 11:45 a.m. Purpose, Plan, Presentation and Performance |
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Goals and Objectives
Preparation of Content
Audience Involvement, Instructional Aids
Built-in Evaluation of Learning

11:45 - 1:00 p.m. Lunch (assignment in 3s or 4s over lunch: for the assigned method or teaching aid, list as many reasons as possible for why it is effective and general guidelines for effective use)

1:00 - 1:15 p.m. Prepare presentation to audience on your assigned topic: team teaching, handouts, demonstration/role play, easel charts, overheads

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| 1:15 - 2:00 p.m. Opening the Tool Box: Audience Involvement and Instructional Aids |
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5-minute presentations from the groups, discussion

2:00 - 2:30 p.m. Mini-orientation to powerpoint, document camera, videos, music
Assignment and contest

2:30 - 2:45 p.m. Break (and prep)

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| 2:45 - 3:30 p.m. Adding to the Toolbox |
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Two-three minute individual presentations; discussion

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|---------------------------------|
| 3:30 - 3:45 p.m. Toolbox Skills |
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Troubleshooting, Being Creative, Adapting to the Unexpected

3:45 - 4:00 p.m. Contest results
Wrap-up and Summary

Notes

As people begin arriving, have music playing.
Ask them to sign up on two flip charts:

Video/CD/Photo or Cartoon/Object Demos

(be prepared with 20-40 second explanation or setup)

before a.m. break: -

-

after a.m. break: -

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before lunch: -

-

after lunch: -

-

before p.m. break: -

-

after p.m. break: -

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Suggest a good time to sign up to demo the
“homework” to each participant, based upon what
they brought.

P.M. Individual Presentations

(2-3 minute presentations: using educational technology to enhance
audience involvement)

- 1 - 7

- 2 - 8

- 3 - 9

- 4 -10

- 5 -11

- 6 -12

Have a sheet of easel pad paper ready for each
participant, along with ample supply of markers.

Also have a 5 x 8" spiral bound sketch pad and pen
for each participant, so that they can build their
workbook for the day.

Content

Video: Dead Poets Society
Show the scene of the students' first time in Robin Williams' class.

Get participants to prepare their workbooks, so that they can make notes during the day. Have them skip a page and then write their names and "The Master Teacher's Toolbox" on the second page. On the following page, have them write- architect, sculptor, artist (painter), inventor.

Give a 5-minute and 1-minute warning at the

8:30 - 9:15 a.m. Welcome, Overview, Opening Activity

After a brief welcome and self-introduction, begin with a video clip: "seize the day."

Participants are here because they want to make a difference, and like Robin Williams in the movie, that may mean breaking the old mode of teacher.

The master teacher knows why they are teaching, communicates well, is highly skilled, has a large repertoire of content and methods, can troubleshoot, and can get quickly to the matter. Importantly: the master teacher does not try to do everything in the classroom, but does what is needed so that learners can do the rest while learning.

We're going to do an exercise to get you thinking creatively. You have just had an epiphany, and "aha" moment, and realize that it's time to pursue your next career as:

- architect
- sculptor
- artist (painter)
- inventor

1) pick one

2) are you in role? Let's check by asking each of you to say one thing you like about being....

3) select a professional name. Taking your sheet of easel chart paper, write your name at the top of your page.

4) doodling in your workbooks, develop the concept of your greatest work.

5) in 10 minutes, you will have put your concept down, in visual format, on the easel paper. You will have one minute to present your concept to a potential benefactor, client, funder. Go.

appropriate times.

Let's have each person stand, and using their large sheet of paper, take one minute to give their name and where they are from, and quickly explain the concept of their greatest work.

Tape the sheets on the walls. Then, take 2 minutes to write in your workbooks. "X is like teaching because....."

This exercise is about creative energy, switching hats, making connections, making time to prepare content and plan the presentation, and use of metaphor. Any comments or thoughts?

Let's look at our objectives for you today.

Sheet for document camera (or transparency):

At the conclusion of this workshop,

participants will be able to:

- describe five qualities of a master teacher;

- explain key elements from retention and learning research;

- plan and implement effective audience activities;

- create successful instructional aids; and

- anticipate and prepare for the unexpected.

We will spend the time to our first break looking at two personal qualities. After the break, we will begin to look at qualities of how we see our learners and our relationship with them.

Participant note: we will be doing some writing in preparation for discussion in this first piece. After this portion, the workbooks will be geared more to listing and noting material you take from the day.

Your notes can be doodles, drawings, free form, or outlined, as you wish.

9:15 - 10:45 a.m. Qualities of a Master Teacher

Aware of self and surroundings

a. Why do I teach? 2-minute writing.

Are there one or two individuals who would be willing to share what they wrote?

b. What groups do you teach? What subjects? What are some of the things happening in your field? How do you feel about them?

Post the question on PowerPoint slide.

Whole-class discussion.

Have participants think for a moment, and then discuss at their tables.

Let participants discuss how their “collections” can help them understand themselves and their interests as they relate to judicial branch education.

Post the writing questions on PowerPoint.

When time is up, ask for one or two volunteers who are willing to read to us what they wrote.

c. Motivation to teach can be positive (coming out of something you love) or negative (something you hate and want to see changed). You need to know what your motivations are, and harness them.

Briefly present Erik Erikson’s stages of development:

Recurring themes in adulthood-

- identity (what does it mean to be x)
- relationships (interactions with peers, others)
- legacy (making a unique contribution)

These themes motivate us as teachers, and are also present in the participants of our classes. They provide powerful motivation to learn.

d. We need to understand our feelings about change, too.

Continuous Learner

a. Good teachers teach learning skills (“teach a hungry person to fish, and he can feed himself ...”). In order to teach learning skills, we must have practiced and refined our own skills.

Question: what do you “collect?” What do you keep from programs, in files on the book shelves?

What it is that you collect may reveal an area of great interest, and something about which you are a continuous learner.

Now, before the break, let’s do a 3 minute writing piece:

What is something I have learned lately?
How might I use that in judicial branch education?

Continuous learning includes taking lessons learned at work, home, and play, and applying them in one’s teaching. It’s also useful for teacher-learners to explore fields outside our own, to see how they view similar problems.

Using the homework demo sign-up sheet, start a running list of the names of items people brought and a quick description of how it could be used.

Note: if music is brought, play it during the break.

Have participants complete the “Audio Visual and Tactile Learners” questionnaire. Ask for people to identify their preferences (if even scores, report both) by getting a show of hands and writing the number of responses for A, V, T on the easel pad. Review the suggestions at the bottom of the questionnaire for each type of learner.

We will be taking a 15 minute break now, but just before we do, let’s invite two participants to show what they brought as “homework.” As you see what others brought, think about similar things you could use in your teaching.

15 minute break. [9:50-10:05]

As we get started again, let’s have two participants to show what they brought as “homework.” Remember, as you see what others brought, think about similar things you could use in your teaching. You might want to start an idea or list page in your workbooks.

Okay, let’s continue with the qualities of a master teacher. We’ve discussed being aware of yourself and developments in your field, and the need to be a continuous learner. Now let’s look at three other areas: being learner-focused, inclusive, and professional.

Learner Focused

It’s helpful to consider three areas about learners generally: how they want to interact with new material; levels of retention; and the cycle of learning that results in change.

A. People have preferred ways to interact with the world around them- through sound, sight, and touch. Most people interact in all three ways, but prefer one or two over another.

In the US, most people have visual interaction as one of their preferred ways. For us as teachers, it reminds us that visual reinforcement should always be part of our presentation.

Transparency:

People retain. . .

. . . of what they

10% read

20% hear

30% see

50% hear and see

70% **they** say

90% **they** say and do

* Robert Burpee Associates (communications)

* Edgar Dale (education- 25% of what they see)

Note: Have everything on the transparency but the words next to the percentages. Fill in those words as you speak.

Handout page to fill in, too.

Use the easel pad to talk about the cycle of learning, putting the words in as you reach them in your discussion. Finish by connecting the “circle.”

B. The retention research has been surprisingly consistent over the past 25 years. It comes primarily out of the communication and education fields. Let’s look at some statistics about what people tend to retain.

Now you can see why it is that in traditional education it is the teacher who learns the most in the classroom: it’s because the teacher is doing the talking.

One more note about reading: some recent research about retention of material read on the computer screen indicates retention at about 30% less than material read off of the hard copy. What does this mean for teachers? Written materials alone should primarily be used for job aids and reference, rather than for material to be “learned.”

The bottom line is that in judicial education, where better administration of justice and service of the public is expected, teachers have to employ means that involve learners “saying and doing” more, and sitting and listening less.

C. The cycle of learning has been described well by David Kolb. [Briefly discuss taking in information and processing it; how for adult learners it is direct experience (a problem or question or need) that invites the opportunity for learning; and how the cycle causes the “noticing” that reinforces learning and change.]

People have preferences in learning, too. However, all need to experience the full cycle to accomplish learning. [Give two quick examples of how one can “go around the circle” with a subject.]

Direct experience
(what did we do, what happened)

| | |
|------------------------------------|--|
| Application (how will I use it) | Reflection (how do I feel about it what do I think about it) |
|------------------------------------|--|

Generalization, learning
(what have I learned from this)

Invite a few comments about what the 3 lines of theory have in common and the implications of this material for teachers.

Transparency or document camera sheet:

Master teachers are inclusive, in:

- content

- methodology

- participation

- feedback

Use an easel pad, and have the group develop a brainstorm list of what it means to be professional as a teacher.

If you are interested, I would recommend that you spend additional time exploring learning theory and application. We each need to be comfortable teaching in an audience-involving way, with audio, visual and tactile support. The more we teach, the more “ways” we can add to our repertoire.

Inclusive

So, what are the implications of being learner focused for us as teachers?

It also means that we need to be inclusive (of learners) in our:

content- related to what people do on the job and how they do it well

methodology- designed to accomplish objectives (demonstrable elements of good practice)

participation- always stronger than “presentation,” even with visuals

feedback- learner performance oriented, rather than teacher oriented.

Professional

It also means committing the time necessary to prepare content that is related to learner performance and methods of teaching that are learner focused. It means being ethical in how material is presented (“the truth,” “the only way” “my way is best”).

So, those are the qualities of a master teacher. Take a moment to look at your notes. What really stands out for you? Where are you strong, and where would you like to develop further? If you want, you can start a “to-do” list in your workbook. Or, just put stars by the points you want to remember.

10:50 - 11:45 Purpose, Plan, Presentation and

Performance

By way of revisiting what you know about program planning, but with a learner-focused perspective, let's spend some time revisiting some "old concepts."

Goals and Objectives

Every training program should have a purpose. The purpose should be to influence good practice in the subject being taught. This purpose can be called the program goal.

Before determining content, the instructor should develop one or more (usually 4 or less per day) objectives. An objective in this context, a *learning* objective, is a statement of something that learners will be able to do at the conclusion of the program.

Preparation of content

Content selection should be defined and limited by the learning objectives. The question for identifying content is: what do participants need, in order to accomplish the objective (and thus good practice)?

Content consists of

- knowledge areas (what?)
- beliefs and attitudes (why care?)
- skills and abilities (how?)

Other material that doesn't fit for accomplishing the objectives is left out, or becomes reference material and job aids.

Get participants in turn to state one concept that sticks out for them (2-3 words, popcorn style).

Have everyone write the purpose statement or goal for a training they do. Ask them to edit it so that, as written, it's about good practice by participants on the job.

Have participants write one or two objectives for the same training they developed the goal statement. Have them edit so that the objectives are action/behavior oriented, and so that they reflect something really key to good practice.

Handout page with action verbs.

Invite a volunteer or two to state their draft objective for comment and sample discussion.

Have participants begin to list content (cognitive, affective and behavioral) that would support individuals in meeting the objectives they developed.

At the tables, pair participants. Let each participant discuss their objectives and content with their partner. Partners are to listen and question whether objectives are good-practice behavior oriented, and whether content is needed for the objectives. Then have participants switch roles.

Elicit from participants examples of major, medium and minor ways to accomplish these sorts of audience participation.

Have participants write down one idea for audience involvement to communicate an element of content for their training.

Discuss reaction to the paired work. Reinforce the potential difference in content by use of this method.

Audience Involvement, Instructional Aids

This subject will be discussed in greater detail this afternoon, but let's discuss them briefly here.

Instructional aids: - Never teach without them; the best aids are "invisible," in that they feel like a seamless part of the subject; they have learning impact but do not needlessly intrude on emotion or the learning environment.

Audience involvement: Never teach without audience involvement. As a guide, plan for 1/3 of the total program time to be audience involvement. There are minor and major ways to involve the audience.

For example: breakout groups
table discussions with report-back
pairs or threes in two-minute chats

How about voting or polling the group?

How about discussing pros and cons?

If we commit to learner-focused instruction, we will never let the need to "cover content" overcome the audience involvement necessary to accomplish the objectives and learning.

Built-in evaluation of learning

Using the cycle of learning and the content types

described before, we can rethink evaluation to be a process for getting learners to consider the:

What?

So what?

Now what?

During the program, we also need to look at the audience involvement activities for how they demonstrate participant mastery/meeting of the objective.

This gets evaluation away from a “beauty contest” approach or “how did you like it?” It makes evaluation another part of the learning process.

Any final thoughts or comments?

It’s time for lunch. During lunch, you will need to prepare a 5 minute mini-teaching to present to the group. You will work in teams of 3 or 4. You will be given an assigned topic: either, team teaching, handouts, demonstration/role play, easel charts, or overheads. For your topic,

- list as many reasons as possible for why it is effective;
- develop general guidelines for effective use; and a final thought
- “if there is one thing about this that you need to leave with it’s:_____”

Use this preparation material to create a 5-minute teaching.

Now, right before lunch, let’s have two more participants show what they brought as “homework.” Think about similar things you could use in your teaching.

11:50 - 1:00 p.m. Working lunch

1:00 - 1:15 p.m. Preparation for presentations on assigned topics.

1:15 - 2:00 p.m. Before we get started again with the 5 minute mini-teachings, let’s have two more

Have participants list an activity that participants would do during their training that could indicate progress toward learning (achievement of the learning objective).

Post instructions on PowerPoint.

Make sure people are assigned to one of the topics.

Make yourself available to help the groups prepare PowerPoint, easel chart, document camera/transparency, or other visuals.

Serve as timekeeper, giving a one-minute and wrap-up signal. Then, get audience members to briefly offer any other ideas on the topic. Move to next topic.

Generate a brainstorm list on document camera sheet or transparency of “tips and pointers from the pros.” Offer to generate this list for distribution at the conclusion of the program.

participants show what they brought as “homework.”

Now, let’s begin our presentations.

2:00 - 2:45 p.m.

[Wrap up and debrief. Ask how many participants have used PowerPoint, document camera, videos, and music. Relate the guidelines for good use from the 5-minute presentations, to these media as well. Talk about the homework items demonstrated to illustrate points.]

Note: *If participants are attending in part to become familiar with particular educational technology, then at this point insert tutorials and hands-on practice with various pieces of equipment.*

This delivery plan does not include the content for the technology instruction.

We are important, and that getting participants to say and do things is critical for learning. The next exercise is a test of your creativity.

You will have 3 minutes maximum (must be between 2 and 3 minutes in length), to accomplish a piece of learning with us as your audience. In that time, you must use some form of instructional aid while getting us involved. The “teaching content” should be something you might teach now, but use this time as an opportunity to try a method you haven’t used in this exact way before (in other words, don’t just show us an exercise you already use). Any questions?

After our next two homework pieces, you will have a 20 minute break during which you’ll need to prepare your presentation.

Post instructions and rules for 2-3 minute presentations on PowerPoint.

Have the next two participants demonstrate their homework pieces. Then, re-post the PowerPoint instructions for the 2-3 minute presentations.

Have participants keep track of the instructional aid(s) and audience-involving techniques used by each presenter.

Serve as timekeeper and helper with transitions between presenters.

If only one or two people kept a complete list, give them a prize. If more did, have a discussion about how “usable” the techniques demonstrated would be.

2:50 - 3:10 p.m. Break and Preparation

3:10 - 3:50 p.m. Adding to the toolbox

Let's have our final two homework demonstrations as we move into your 2-3 minute presentations.

Let's start our presentations now. We will be moving quickly from one to the other, with only time for a round of applause in between.

[Debrief and discuss] Who kept a list of each presenter's instructional aid(s) and audience-involving techniques?

3:50 - 4:30 p.m. In the short time we have remaining, I wanted to touch on what can happen in the course of a training that is unexpected, and ways we can handle the unexpected.

At your tables, take the next few minutes to generate a list of things that could happen (that you've seen, experienced, or heard of) for which an instructor

should be prepared.

Now, let's talk about those lists. First of all, if they are on the list, they are "known" possibilities. If they are known, they can be prepared for. Second, if they can be prepared for, they don't need to be feared.

Each table, pick what you think is the toughest item on your list. Now, each table needs to come up with one way to prepare for and handle each table's "toughest challenge."

Well, what we've learned is that there are creative ways to be prepared for almost anything. As master teachers, we can have some of those things at our fingertips by thinking about the "what-ifs." Other thoughts or comments?

It's time now to wrap-up and summarize. What I would like for you to do is to write in your workbook for 2 minutes about what your key learning was today.

Now, as we close, I'd like each person to offer a piece of their key learning for today in 3-4 words.

Thank you all for coming.

[closing announcements]
We are adjourned.

5 minutes.

Then, have each table read their list.

If there is a duplicate, have a table select another, so that the list of "toughest challenges" is 3 or 4 long. Give the tables 7 minutes to come up with approaches.

Going one challenge at a time, let each table offer their solutions.

